U.S. Department of Education

2014 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mr. Paul C Furthmyre
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Anaconda High School
(As it should appear in the official records)

School Mailing Address 515 Main Street
(If address is P.O. Box, also include street address.)

City Anaconda State MT Zip Code+4 (9 digits total) 59711-2934

County Deer Lodge State School Code Number* 0326

Telephone 406-563-5269 Fax 406-563-5260

Web site/URL http://www.anacondaschools.org E-mail furthmyrep@sd10.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*Dr. Tom Darnell E-mail: darnellt@sd10.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Anaconda Public Schools Tel. 406-563-6361
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Steve Tozzi
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
   2 Elementary schools (includes K-8)
   1 Middle/Junior high schools
   1 High schools
   0 K-12 schools

   4 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [X] Rural

3. 7 Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	40	40	80
10	41	36	77
11	50	33	83
12	39	35	74
Total Students	170	144	314

5. Racial/ethnic composition of the school:

4 % American Indian or Alaska Native
1 % Asian
0 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
89 % White
4 % Two or more races
100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 10%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred ***to*** the school after October 1, 2012 until the end of the school year	25
(2) Number of students who transferred ***from*** the school after October 1, 2012 until the end of the 2012-2013 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	36
(4) Total number of students in the school as of October 1	349
(5) Total transferred students in row (3) divided by total students in row (4)	0.103
(6) Amount in row (5) multiplied by 100	10

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL

Number of non-English languages represented: 0
Specify non-English languages:

8. Students eligible for free/reduced-priced meals: 41 %

Total number students who qualify: 129

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 12 %
39 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

4 Autism	0 Orthopedic Impairment
0 Deafness	4 Other Health Impaired
0 Deaf-Blindness	18 Specific Learning Disability
5 Emotional Disturbance	0 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
6 Mental Retardation	0 Visual Impairment Including Blindness
2 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	16
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	95%	94%	95%	95%
High school graduation rate	88%	90%	80%	78%	80%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	84
Enrolled in a 4-year college or university	52%
Enrolled in a community college	18%
Enrolled in career/technical training program	10%
Found employment	12%
Joined the military or other public service	4%
Other	4%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes_ NoX

If yes, select the year in which your school received the award.

PART III – SUMMARY

Anaconda, Montana is an old mining community huddled against the Pintler Mountains, approximately seven miles off Interstate-90 in southwestern Montana. As described by our Chamber of Commerce, "It's casting a line in the morning's first light on the Big Hole River. It's cutting a track through fresh powder on a steep mountain slope. It's a wave from a familiar driver or a smile from behind a business counter. Our stories spell a place filled with appreciation for the important stuff. Humbled by the towering Pintlers, nestled in a mile high valley in the Deer Lodge National Forest, Anaconda presents unsurpassed recreational opportunity just outside town, in any direction." Consequently, the community of Anaconda thrives on recreation and majestic beauty, but values the education of our future. Therefore, Anaconda High School's mission is "To establish a safe environment to prepare students for a successful life beyond high school."

Anaconda was founded by Marcus Daly, a Copper King, who constructed the smelter to process ore from nearby mines. In June of 1883, Daly attempted to name the town "Copperopolis," but this name was already taken so he accepted the name "Anaconda" for the soon to be booming community. The Anaconda Company expanded smelting capacity, and overtime funded and built a courthouse, schools, theaters, a race track and stadium, and the community of Anaconda. In 1980, Atlantic Richfield Company closed the smelter, bringing an end to the company's financial support for the infrastructure of Anaconda and its citizens. Our traditional hard-working middle class population has evolved from the almighty 1980s copper industry and smelter. As a result of being an old mining town, our community has endured substantial economic change over the years and embraces family unity and cherishes community bonds that run deep. With this trend, the school district too has seen a decline in enrollment and an increase in families qualifying for low-income programs.

The school system is the crucial focus of our community's future and pride and joy – our students. AHS has been at the forefront of magnificent school improvement with so many successful student outcomes. The close-knit community of Anaconda values their school systems, teachers, and administrators. All stakeholders have partnered together to encourage success in school. This is apparent through several milestones here at AHS: a colossal decrease in tardiness and discipline referrals, a decrease in the dropout rate, an increase in the graduation rate, and an increase across all state assessment scores. Our non-traditional view and approach towards meeting our students' needs is apparent through all of these accomplishments. There is also a passionate focus on athletics, which stems from outdoor enthusiast recreation as well as time spent together with family and community. This athletic focus is shown through community support for athletic, extracurricular and educational programs here at AHS.

Anaconda High School has worked to meet the needs of all students by implementing four different graduation tracks. As a result of these tracks, AHS has partnered with Highlands College to offer dual credit classes. Currently, students can earn dual credit in seven classes at AHS. This translates into a student jump starting their college career by earning twenty-four college credits while enrolled in high school. The Career and Technical Education Department has used Big Sky Pathways to collaborate with Montana's two year colleges to ensure that students are entering technical study areas at an advanced level and are not repeating introductory classes at the collegiate level. Montana Digital Academy has broadened students' choices in math, science, technology, and foreign language. Finally, our communication and partnership with the Anaconda Job Corp allow students the opportunity to pursue a trade program certification while still in high school. All of these programs allow students to individualize their educational goals and plans to meet the needs of their future aspirations.

Furthermore, the staff at AHS values a committed stakeholder partnership by sharing our facility usage with the community for adult education classes and other community organization meetings. Additionally, our staff continually strives for improvement in their own teaching practices: we have two National Board Certified teachers, many teachers with Master's degrees, a 2013 Principal of the Year, a 2013 Biology Teacher of the Year, a 2014 Vice Principal of the Year, one of four Class A school districts in the state with an orchestra program. It's blatantly clear that our schools are encompassed with dedicated teachers and administrators, as we've also been nominated for The University of Kansas Strategic Instruction Model

(SIM) award, have received the 2014 Montana Graduation Matters Raising Aspirations Award, and moreover, we are a model school for OPI and other schools across the state.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

MontCAS, the state's CRT exam, uses four different levels to identify a student's performance. A student who scores "advanced" demonstrates a comprehensive and in-depth understanding of rigorous subject matter and provides sophisticated solutions to complex problems. In order for a student to earn the score of advanced, he/she must score between 291-300 on the math test or between 289-300 on the English test. A student who scores "proficient" demonstrates a solid understanding of challenging subject matter and solves a wide variety of problems. To demonstrate proficiency a student must score between 250-290 on the math test, and between 250-288 on the reading test. The State of Montana and Anaconda High School both recognize those students scoring advanced or proficient to be proficient for the section of the test that they received the level for.

For a student to earn the performance level of "nearing proficient" on the MontCAS, students demonstrate a partial understanding of subject matter and solve some simple problems. In order for a student to earn the score of nearing proficient, he/she must score between 225-249 on the math test or between 225-249 on the reading to test. The last level is "novice:" To earn a performance level of novice, a student demonstrates a minimal understanding of subject matter and does not solve simple problems. A student who scores between 200-224 on the math test or scores between 200-224 on the reading test is considered novice in that area. A student who scores nearing proficient or novice on either test is not considered proficient for that test.

Since 2008-2009, AHS has seen an increase in student performance in math as measured by MontCAS. At that time, the number of students scoring proficient or higher was only 37%. Last year, 61% of the students tested scored at the same levels; therefore, in a five year time period the school has seen an increase of 24% with the number of students meeting the state's benchmarks, while 71% of the students scored proficient or higher in 2011-2012.

In 2008-2009, only 7% of the special needs students scored at levels high enough to be considered proficient. During that same year, only 26% of the low-income population scored at proficient levels in math. Since that time, AHS has made continuous progress towards helping special needs and low-income students earn a performance level of proficient. Last year, 27% of those students on IEPs and 56% of the low income students scored proficient on the MontCAS; this reflects an overall improvement of 20% with IEP students and 30% with low-income students over the past five years.

The increases in math are a result of department collaboration time, intentional course sequencing, increased vocabulary, and restriction of class interruptions. Students and teachers have focused on math vocabulary, and all staff collaborates to ensure all students are exposed to a logical course sequence to maximize student learning.

AHS has closed the gap between all students and low-income students. With last year's MontCAS results, the separation gap between these two groups is only 5%; however, the gap between all the students tested and special needs students has slightly increased by 4% the last five years, leaving the total gap between these two groups at 34%. As a result of the increased gap, the course structures have changed. Prior to this school year, a special education teacher taught the class in which most of the IEP students enrolled. This year, the class is being team taught with the special needs teacher and a certified math teacher.

AHS has also seen an increase in the percentage of all students scoring proficient or higher on the MontCAS reading test. In 2008-2009, only 76% of the students tested high enough to become proficient. This number increased to 81% on the 2011-2012 assessment; 80% of the students scored proficient on last year's test. Consequently, there's been a 4% increase over the past five years in students scoring proficient on the reading test.

The percent of proficient students who have IEPs has grown. In 2008-2009, only 29% of the IEP students

scored high enough to be considered proficient. This number blossomed to 45% of IEP students scoring proficient or higher on last year's MontCAS. This translates into an overall increase of 16% over the last five years.

Comparably, 66% of low-income students tested high enough to score proficient or higher; this number grew to 83% of low-income students testing proficient on last year's exam, indicating a 17% increase over the last five years. The low-income students out-performed all students by a total of 3% last year.

These increases are a result of team teaching, general education support, structured curriculum intervention classes, and teacher collaboration. Since 2011-2012, all students needing remediation in reading have received interventions that are reinforced and generalized in all content areas. Two teachers have taught the remediation class together and collaborate with content teachers on intervention strategies.

A gap still exists between all students and the special needs population at AHS. Although this gap has decreased by 12% over the past five years, a gap of 35% is still present. Prior to the remediation course, the gap was 61% in 2011-2012.

2. Using Assessment Results:

AHS has implemented an assessment cycle to identify students that are in need of instructional remediation. The school believes that multiple assessments must be used to identify students below their grade level. For reading, all students are given the Gates-MacGinite test twice a year, the ISIP test three times a year, and the Star Reader test twice a year. If a student is identified for intense reading instruction, they are progress-monitored monthly. This allows the school staff the opportunity to intervene. For math intervention, all students are given the MAPS Common Core Math and Star Math tests twice a year. If a student is identified for intense math instruction, they are placed in a class that is team-taught; these students are progress-monitored using Accelerated Math.

It is important that the assessment data is shared with every teacher in the school. The school uses Silverback's Milepost data collection system. Each teacher has access to each of their student's reading comprehension, fluency, word analysis, vocabulary and overall reading levels – as well as each student's state assessment scores for their entire academic career. Teachers are also able to view math assessments for each of their students. Furthermore, Milepost allows teachers to create individual interventions within their classroom for specific students. The program also allows teachers access to any intervention placed on a student record, based on these academic assessments.

Each student is assigned a staff member who acts as an academic and career adviser. The advisers share all data with the individual student. If an individual is identified as needing remediation, the school's instructional coach shares the progress-monitoring data with the student and their parents. The school often holds informational sessions for the students and parents on how to read the assessment results.

Monthly department meetings are held to discuss classroom-based assessments. Teachers use this time to identify the validity and value of assessments, by dividing assessments into four performance levels. The teacher then finds the common errors within each performance level. With this data, staff members are able to differentiate instruction for every student in their classes. Teachers are also asked to measure the depth of knowledge needed to answer the questions on the classroom assessments.

Furthermore, AHS has a great relationship with the local newspaper, giving the school an opportunity to educate the broader community on how the students are performing on these assessments.

3. Sharing Lessons Learned:

AHS consistently and communally implements SIM (Strategic Instruction Model) and CRISS (Creating Independence through Student Owned Strategies) instructional strategies. AHS receives educational support and direction from outside consultants. As a school, we've learned many different teaching and learning strategies through these mentors, the strategies have become an integral part of our curriculum and school

culture. To foster an awareness and continuation of these strategies, six members of our staff are training to become professional developers for SIM strategies through the University of Kansas Center for Research, and three staff members for CRISS. As these strategies are mastered, we share them district wide.

During AHS' PIR days, strategies are presented by members of the staff and the principal on instructional routines including Course and Unit Organizers. These organizers are meant to organize concepts taught in each class and clarify learning objectives. These strategies help teachers plan their entire course, outline grading, community principals, core concepts and unit questions.

In addition to PIR day training, the members of the teaching staff present new strategies during staff and departmental meetings, district wide. These presentations to small groups of teachers have allowed us to share ideas pertinent to content and to ensure a deeper understanding of instructional strategies. Learning the strategies has increased the confidence and efficacy amongst the staff. Some of the instructional tools are: Question Exploration Routine, Framing Routines, Concept Comparison, Concept Mastery, Concept Anchoring and various CRISS strategies such as Frayer Model, ABC Brainstorming, Venn Diagrams, RAFT writing assignments and KWL charts.

The implementation of the Course and Unit Organizers has drawn attention from other schools around the state, and we have taught these strategies to other Montana schools. Our teachers have conducted panels regarding these strategies at statewide Striving Readers conferences; in addition, our teachers have created instructional videos using these strategies and a "How-To" video series for Montana's OPI on implementing the strategies, which are available on OPI's website and iTunes University. We've also created a video series that showcases our teachers, administrators, paraprofessionals and even students teaching strategies in our curricula.

Furthermore, Anaconda has created a Writing Task Force that strives to increase the quality of writing across our district. Using the 6-traits of writing and the Montana University System rubric for grading, all classrooms in our district have written together at least once each month. Topics vary and teachers facilitate the process using consistent grading methods.

4. Engaging Families and Community:

Anaconda High School holds an "Open House" at the beginning of the school year to expose students and parents to the school expectations and procedures. This is done by introducing course organizers for each class, introducing the Infinite Campus Parent Portal, as well as each teacher's syllabus. This beginning of the year process has improved communication between all and increased academic accountability of the students and parents. The communication fostered through our instructional coach has been instrumental in the successes of our struggling readers. Our coach and administrator collect and disseminate data on interventions used and progress made, so that the data is both useful and meaningful to all stakeholders to make data driven decisions.

Additionally, local university and college representatives, counselors and teachers hold after school trainings for parents and senior students on college preparation activities. Students are shown how to apply for Federal Student Aid, scholarships and college applications. This has increased the number of students going on to college. We also offer adult education courses through our vocational department, which parents of our students participate in. This allows the parents to experience the same curriculum used with their student. In addition to the parental access to infinite campus, parents will soon have access to the assessment and intervention database, Milepost.

Teachers in our high school bring in various community members as speakers or judges of class projects, assistants in debates and contests, and experts on field trips. These community members offer a valuable perspective to all students. As juniors and seniors, students can take a Career Class, which is a practicum based on their career choice. The students work and learn from the people in their chosen fields within the community, while being exposed to possible future careers.

Anaconda High School has also created a Graduation Matters Executive Council that consists of parents,

business representatives, teachers, students, administrators and the school board. This group has created a Leadership Academy for students to work with community members on regional problems such as drug abuse awareness and recycling. Students also attend workshops on academic success and application of life skills.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

As the state of Montana looks to full implementation of the Common Core English Language Arts and Mathematics Standards, Anaconda High School has worked to prepare faculty and staff for what that implementation means.

Perhaps the most important and most comprehensive work has been done in the areas of English Language Arts and Mathematics. Two years ago in the ELA area, our district focused on adopting curriculum that fully aligned with the CCSS ELA. Our district has implemented a Writing Task Force with the focus of having every student, at every grade level, and in all subjects (including foreign language and visual and performing arts), write on multiple occasions throughout the year, and do on the same days, during the same time. The goal in mind is to ensure that writing and its evaluation happens by design rather than by chance.

Secondly, our district implemented the ASPIRE math program in the fall of 2013. This is a ten day face-to-face professional development where Anaconda math faculties have strengthened what they are already doing. They have engaged in training about how to best deliver math in each classroom under the daily time constraints. Every math teacher in grades 3-12 across the district have received specific coaching and have been involved in collaboration and support to best deliver mathematics.

In addition, the most exciting part of the move to the Common Core State Standards is the fact that every subject area is engaging in the application of the standards. For example, the Health Enhancement/Physical Education team has examined writing and speaking prompts for their subject matter. Consequently, the Social Studies team has embedded the CCSS ELA standards for speaking, writing and listening into their work so that ELA inclusion in the standards happens by design as well.

Furthermore, the most unique curricula offered at Anaconda High School comes in several forms: 1) dual enrollment courses; 2) Graduation Matters and Career Cluster classes (CCP); 3) Montana Digital Academy and; and 4) Big Sky Pathways (BSP). Anaconda High School students have the opportunity to earn up to 24 dual credits through Highlands College in a variety of subject areas. The Honors History, Honors Government and Honors English courses maximize this time to ensure the CCSS ELA are taught across each content area. Moreover, the Graduation Matters Anaconda (GMA) College and Career preparatory courses ensure that students understand the opportunities and option that exist for them in life after high school. The GMA Career Cluster courses allow Anaconda High students the opportunity to examine a specific career and work with a faculty member to ensure they are prepared for the career. Both dual enrollment and the GMA CCP/Career Cluster pieces are designed to ensure college and career readiness and success. Montana Digital Academy is used for advanced coursework for students who are college bound, as well as for students who need remediation courses. Finally, the Big Sky Pathways at Anaconda High School provides a vehicle of opportunity for students who have specifically identified their post-secondary pursuits. The BSP program is one that is expanding across the state of Montana, and Anaconda High School is at the forefront of this forward movement.

This school year, the K-12 Science curriculum team has explored the K-12 Science framework and a team of teachers at Anaconda High School is part of the group who will experience four days of face-to-face professional development in this regard from Montana State University Professors. This professional exploration is part of an ongoing district wide effort to prepare teachers for the move to the Next Generation Science Standards.

Consequently, students at Anaconda High School benefit daily from curriculum where technology is embedded in every aspect of what they will learn. Two laptop carts were purchased to ensure that student writing could take place in the classrooms under teacher supervision where the assignment originated. Most recently, Anaconda High School Sociology students are involved in a “student exchange” with students from the Flathead Indian Reservation. These students began the exchange with emails followed by

VisionNet video conferencing conversations where students visited about the cultural differences as well as the writing of author Sherman Alexie.

2. Reading/English:

Anaconda High School has an extraordinary English department staff. A new English Language Arts curriculum was adopted in 2012, completely aligned with the Common Core. Along with this adoption, the English teachers have attended many hours of professional development with our SIM, CRISS and Striving Reader's consultants. They also work closely on a regular basis with our instructional coach to master implementing even more instructional strategies and techniques to meet individual student needs.

Furthermore, the English department believes in helping students achieve success, no matter their grade level or Lexile level. In order to accomplish this goal, continual progress monitoring takes place through quarterly STAR reading tests, ISIP tests and Gates McGinitie tests. All of this data is updated into Silverback's Milepost program that all staff uses collaboratively to see where each student's reading comprehension, fluency, word analysis, vocabulary, and overall reading levels and skill sets lie. The English curriculum also incorporates a variety of reading strategies to help students become successful readers in all classes, not just language arts. These strategies are generalized and sustained across the curriculum by various staff members, including the English staff. All members of the English department are on our district's Writing Task Force that has been implementing a district-wide focus on sentence strategies, the 6-traits model as well as Northwest Education's 6-traits Common Core Crosswalk document.

Additionally, if a student is not performing at grade level, the student is supported with tools and strategies from SIM. These strategies are regularly reviewed by our instructional coach who is actively present in all of the English classes, monitoring student behavior as well as teacher interactions and methods, and acting as a strong mentor for helping teachers with reading interventions.

Overall, the Anaconda High School English department has created a strong collaborative team in which the instructional coach, district teachers on the Writing Task Force, and the rest of the AHS staff strive to facilitate student success through implementation of content enhancement and research-based learning strategies focused on creating self-directed learners.

3. Mathematics:

Anaconda High School has made the transition to the Common Core State Standards. During this transition, the scope and sequence for math concepts and classes have shifted to a more integrated approach. In the past, students were subject to the traditional sequence of materials: (1) algebra, (2) algebra II, and (3) geometry. While working on the pacing guides for these classes, it was found that many students didn't receive any geometry instruction in high school; therefore, AHS has created pacing guides that reflect the CCSS and logical sequencing of key topics that our students need to succeed in high school and beyond.

The math staff at Anaconda High School also reviewed the way students receive math instruction, and we now focus on instructional strategies that engage students with the content. Although students still receive instruction in a traditional lecture style, this is held to a minimum. Students are now expected to apply the concepts learned and use them in both a broader math context, and even further, in a real-world context. Integrating meaningful collaborative exercises in the class has increased the amount of time students spend speaking about mathematical concepts.

AHS believes that this approach is beneficial to all students; it allows students the opportunity to solve complex problems, prove solutions, apply reason thinking, increase mathematical communication, and building connections between math concepts and real-life scenarios. Furthermore, the school believes that students need to apply adaptive reasoning by using strategic competence. This begins with students building conceptual understanding, increasing procedural fluency, and eventually ends with a productive disposition that engages students to view mathematics as sensible, useful, and worthwhile.

In order to ensure all students have learned the basics of the curriculum, math teachers rely on using

formative assessment methods. Teachers use clickers and white boards to check for student understanding. Using these instructional techniques, teachers can identify common mistakes by groups of students. The school also uses the results of the MAPS Common Core test at the end of the year to check for student understanding.

Along with the changes to the instructional methods in all math classrooms, a class was created specifically for students below grade level that utilizes a team-teaching approach. The main teacher of the class has a math endorsement, while a special education teacher helps with content modifications. This approach ensures that students reach their maximum potential every year.

4. Additional Curriculum Area:

Anaconda High School has outstanding science, social studies, Spanish and music departments that are all accomplishing rigorous curriculum, building lifelong relationships, curiosity, and earning statewide accolades. Our science department is continually striving to meet the needs of diverse learners by incorporating everything from applied science classes that assist struggling learners, to advanced classes that prepare students for college and careers beyond high school. The science department incorporates writing, Indian Education for All, student research and job shadowing, and cross-curricular projects that are all designed to increase literacy, curiosity, and a scientific approach to problem solving. Within this department teachers are exploring the Next Generation Science Standards and the K-12 Science Framework and reviewing curriculum to keep students current in their knowledge and use of contemporary resources.

Anaconda's social studies department is helping students acquire knowledge for their life beyond high school through many outlets. The most prevalent attributes are the connections made between current events and history which strengthen students' analytical, communication and organizational skills. Having the approach that history is alive, relevant and repeatable keeps students engaged, involved and prepared for life beyond high school.

The Spanish teacher at Anaconda High School works with both our middle and high school students and is preparing students for life as successful members of society. The world language curriculum that is provided equips students with meta-cognitive practices that help them to gain awareness of their own learning styles, strengths and challenges. In addition, experiences in and out of class are consistently made to link our small town Montana students with their peers around the world of different linguistic backgrounds and cultures. This jump start makes our students highly competitive in a variety of job markets and culturally conscience and responsible.

And lastly, but certainly not least, the music department at A.H.S. is truly a feather in our community's cap. With an award winning choir and orchestra teacher, more than half our district students are taught music according to the principals of rigor, relevance and relationships. Choral groups are tiered based on ability and size. All students have opportunities to learn and perform music of different genres. The large group of students participating in music has fostered teamwork, and appreciation of each other's talents, and a sense of pride felt in the entire State of Montana.

5. Instructional Methods:

Anaconda High School has made tremendous gains in the observation, evaluation, and reflection of how various instructional methods impact individual student learning. This was accomplished by taking a hard look at the depth of learning that was taking place in both individual classrooms and as a school. That evidence guided the focus of our professional development that would assist educators in reaching all students.

In all classrooms, Project CRISS was identified as a way to engage our teacher's in their content and purpose, and to provide a model for having engaged students versus participating students. These student focused strategies provided instruction, assessment, and reflection options that access background knowledge, model reading strategies, help with organization of notes, define methods for increased vocabulary, and purposeful use of writing in all content areas. Struggling students received small group

instruction and modeling with each strategy. The use of these strategies also allowed for common terminology and strategy use across all curricular areas, allowing for the ownership and understanding to return to the student.

AHS has seen dramatic increases in student achievement as a result of implementing the University of Kansas Strategic Instruction Model's (SIM) strategies and content enhancement routines. Both the strategies and routines ensure teachers are purposefully creating, launching, and sustaining learning in an organized manner who connects all content areas. While these strategies are used in all content areas, students that are struggling in reading and writing receive assistance in the regular education setting and in a smaller remediation class. Students are progress monitored monthly, and we have seen great gains in both our economically disadvantaged and special education groups.

As a result of providing professional development, classroom modeling, video reflections, and team teaching of the SIM Content Enhancement Routines, Learning Strategies and CRISS, Anaconda High School has decreased their struggling tier three intensive students by 53% at the 9th and 10th grade level as measured by Istation's Indicators of Progress (ISIP). At the 9th and 10th grade level, the struggling tier three students have also increased their vocabulary skills almost one full year, comprehension skills over two years, and overall reading level almost two years as measured by the Gates-MacGinitie Reading Test.

6. Professional Development:

The identification and direction of professional development at AHS has focused on two areas: first, helping our teachers prepare students for lifelong learning as addressed in our school mission, and second, strategies which will impact the learning and engagement of all students in all content areas. The task of preparing, scheduling, and monitoring professional development at AHS is done by a leadership team comprised of administrators, individuals from all content areas, and a curriculum specialist.

The focus (at a school wide level) has been on preparing teachers for implementation of the CCSS. This has included sessions focused on analyzing these standards, evaluating current curriculum, and use of specialists to better understand and implement CCSS in all content areas. Additionally, our professional development has been attentive to impacting student learning by focusing on strategies that will increase student engagement, organization, and teaching routines. These school wide sessions teach excellence in education, and build a common foundational thread for our teachers and students.

CRISS and SIM are responsible for the majority of our professional development that has taken place over the last three years. CRISS training ensures that all teachers share a common language and structure while purposefully engaging students in the content and creating independent learners. CRISS uses background knowledge to make meaningful connections and strengthens students reflection process on their own learning; SIM has provided teachers with organizational structure and strategies that allow teachers to co-construct, launch, and float their units of study in a way that impacts all students at any level, while giving teachers the tools to communicate their short and long term goals to students and families.

Sustainability in professional development is a focus of the leadership team, therefore, six staff members are working toward becoming SIM Professional Developers, while three staff members are in the process of becoming CRISS Trainers. This will ensure that all staff will be able to continue using these strategies and routines to impact student learning.

As a result of implementing SIM routines and CRISS strategies, school-wide decision making has become more connected and purposeful. Department meetings often focus on the success of strategies by examining current implementation with fidelity check lists. Any needs that are not being met, or challenges faced as teachers are discussed as both departments and as an entire school. This allows our professional development to be constantly driven by the needs of our students and teachers.

7. School Leadership

AHS has been working on developing a culture of collaborative leadership during the past six years. Previous to this time, the school mission did not have the ideology and focus that our school wanted to portray to students, parents and community. The new mission is the guiding force for the decisions made at AHS, and therefore requires input from all entities. The new mission of AHS is: "To establish a safe learning environment to prepare students for a successful life beyond high school." This provides the foundation for our school's strong leadership and collaboration efforts regarding the best interests of our students. Every staff member of the school participates in setting the annual direction of the school with the focus of our mission. No new major initiative is implemented into the school unless a minimum of eighty-five percent of the staff agrees to focus on it. This creates staff ownership of the initiatives set forth with the school improvement process, and ensures that the best interest of students remains our focus.

A leadership team was formed with members of each content area to not only guide the mission, but also adding modeling, support, and feedback to all staff. The leadership team has begun to implement a system of accountability. The team assesses whether goals agreed upon by the staff are being implemented and met; by utilizing this process, all staff members are actively engaged in the school leadership process. The team reviews agreed upon goals, scans monthly data relating to the goals, and sets further direction for the month to meet the desired outcome. Many of the large scale initiatives at Anaconda High School are monitored by the entire staff.

Furthermore, we've been creating the capacity to sustain the initiatives in place by providing opportunities for staff to become certified trainers in all of our focused professional development areas. AHS will have national trainer certifications that will continue to improve current staff, as well as develop new staff to align curriculum to the school initiatives.

As a result of this collaborative culture, AHS is home of the 2013 Montana State Principal of the Year and the 2014 Montana Vice-Principal of the Year. With the leadership of the administration, the school is developing into an organization built upon trust and collaboration. Efforts toward sustainability and a team approach will allow Anaconda High School to continually move in a positive direction.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math
Test: MontCAS
All Students Tested/Grade: 10
Edition/Publication Year: 2013
Publisher: Measured Progress

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	61	71	63	45	37
% Advanced	17	19	21	9	8
Number of students tested	79	69	86	90	75
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	3	0	1	3	2
% of students tested with alternative assessment	3	0	1	3	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	56	50	52	50	26
% Advanced	20	17	19	8	9
Number of students tested	35	22	36	36	34
2. Students receiving Special Education					
% Proficient plus % Advanced	27	20	0	20	7
% Advanced	18	0	0	20	7
Number of students tested	8	5	6	8	13
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					

% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	60	74	66	47	39
% Advanced	37	37	37	38	37
Number of students tested	76	63	81	79	66
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Anaconda High School is host to several group homes operated by Aware. The students are placed in these homes by the State of Montana and require intense instruction; many of the students have IEP plans. Without the group homes, the number of students taking the alternative test would be lower than 1% on average every year.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 10
Publisher: Measured Progress

Test: MontCAS
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	80	81	76	79	76
% Advanced	42	41	37	28	45
Number of students tested	79	69	86	90	75
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	3	0	1	3	2
% of students tested with alternative assessment	3	0	1	3	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	83	63	67	73	66
% Advanced	54	25	24	23	37
Number of students tested	35	22	36	36	34
2. Students receiving Special Education					
% Proficient plus % Advanced	45	20	25	47	29
% Advanced	34	39	35	35	33
Number of students tested	8	5	6	8	13
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	79	84	78	82	80
% Advanced	43	43	38	28	47
Number of students tested	76	63	81	79	66
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Anaconda High School is host to several group homes operated by Aware. The students are placed in these homes by the State of Montana and require intense instruction; many of the students have IEP plans. Without the group homes, the number of students taking the alternative test would be lower than 1% on average every year.